DOCUMENT RESUME

ED 213 032 CS 206 748

AUTHOR Koziol, Stephen M., Jr.
TITLE Language Proficiency Development. Communication Skills. PCRP Assessment Survey IV.
INSTITUTION Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE 82
NOTE 38p.; For related documents see CS 206 745-749.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Communication Skills; Educational Assessment; Elementary Secondary Education; Evaluation Methods; Grammar; Language Arts; Language Proficiency; *Language Skills; *Program Evaluation; *School Surveys; *Self Evaluation (Individuals); Spelling; Teacher Effectiveness; *Teacher Evaluation; *Teaching Methods; Vocabulary Development
IDENTIFIERS Assessment Instruments

ABSTRACT

This packet is the fourth of five developed as a set of self-appraisal instruments with which teachers (and others) can systematically examine their instruction methods in communication skills. The packet contains forms for teachers, students, administrators, and parents addressing two levels of specificity: responses to the overall communication skills program and responses to a teacher's practices and policies within a single kind of class situation. This packet on language proficiency development is divided into 11 sections as follows: (1) reaching for school improvement; (2) administering the teacher survey; (3) teacher response form; (4) the tabulation guide outline for the teacher response form; (5) tabulating responses from the teacher survey; (6) administering the student survey; (7) student response form for spelling and vocabulary; (8) student response form for mechanics, grammar, and syntax; (9) administering the parent and administrator surveys; (10) administrator response form; and (11) parent response form. (HOD)

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Communication Skills

PCRP ASSESSMENT SURVEY IV

Language Proficiency Development

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for the
Pennsylvania Department of Education

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Winter 1982 Working Edition

The Goals of Quality Education

This publication directly addresses the goal of communication skills.

The Planned Course

This assessment survey should assist those designing planned course in identifying objectives, content, expected levels of achievement and evaluation.

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PREFACE

This is the fourth of five survey packets developed for the purpose of gathering accurate, detailed data about instruction in communication skills in a single classroom or course. These packets were designed for language arts teachers, English teachers and all other teachers engaged directly in teaching communication skills as well as for their students, the parents of their students, and their administrators.

The five PCRP assessment surveys parallel the critical experiences of PCRP:

Assessment Surveys*	PCRP
Survey I - Literature	Response to Literature
Survey II - Written Composing	Oral and Written Composing
Survey III - Oral Composing	
Survey IV - Language Proficiency Development	Investigating and Mastering Language Patterns.
Survey V - Sustained Silent Reading	Sustained Silent Reading

Before a new curriculum is developed or an old one revised, those involved should have knowledge of the current operational curriculum at their school or district. One way to obtain that knowledge is through assessment surveys which are comprehensive, but not prescriptive. These surveys must be designed in a way that those who take the time to answer them find personal benefit in the activity and are confident that the completed forms will yield accurate and beneficial information to curriculum planners. For the individual respondent, these surveys are a vehicle for reflection and learning - actively involving them in the reconstruction of their instructional program in order to know and understand it better. With an understanding of what they are doing, what their expectations for student learning are, and how in practice they define their area of instruction, they should be able to evaluate their instructional programs and plan improvements.

Although the surveys are vehicles for individual teachers to examine and reflect upon their own curriculum design and instructional strategies, they are also valuable tools for schools engaged in LONG RANGE PLANNING FOR SCHOOL IMPROVEMENT. If a school or district decides that its priority goal is communication skills, the use of these surveys with their staff can provide a base of data from which to proceed. Analysis of completed surveys should yield information concerning purposes, practices, emphases, use of materials, evaluation of students, and program support.

For further information about or assistance with these surveys, contact either of the following:

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*Each of the surveys has four separate forms, each for different respondents: teachers, students, administrators and parents.

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This is a working document to be used by the Department with schools and school districts across the Commonwealth. It is subject to further evaluation and revision based upon the outcomes of implementation activities.

I. REACHING FOR SCHOOL IMPROVEMENT: THE PCRP ASSESSMENT SURVEYS

School Improvement is the major educational effort for the 80's in Pennsylvania. As part of that effort considerable attention has already been focused on the assessment of students' skills or competencies including such statewide efforts as Project 81 and the EQA. At primarily local levels, curriculum revision emphasizing the content of the curriculum is an ongoing process of change reflecting current perceptions of what is and is not important for students to learn. While both of these kinds of efforts have the potential to influence the general pattern of education that children receive, they ignore to a large extent the most immediate influence on students' school learning, the classroom situation, and the person who substantially determines what happens there, the teacher.

Anyone familiar with elementary or secondary school teaching quickly realizes that John Donne's famous assertion that, "No man is an island entire of itself;" hardly describes the daily professional reality for most classroom teachers. How often do teachers have people visit their classrooms with the primary purpose of helping them improve as teachers, that is, to help develop and refine their skills as a language arts or English teacher? If the situation is typical, the answer is, "Never!" This is not to say that teachers have not been "observed" or "evaluated" by someone, for certainly some form of regular teacher observation and evaluation seems to be part of the operating procedure in nearly every school district. But observation and evaluation procedures are substantively different from "supervisory" strategies aimed at teacher improvement. What then are the means for helping classroom teachers improve what and how they do in the classroom?

The availability of professional journals and texts as well as various professional conferences and workshops provides two very important kinds of resources for teachers interested in improving their work in the classroom. Hopefully, these will continue to exist especially as ways for teachers to expand their views about successful teaching approaches. Yet, reliance on these kinds of resources alone will not likely alter significantly either the overall quality of instruction or the pattern of instruction for individual teachers. To change anything sensibly requires more than an idea about and a commitment to a new practice or policy; it also requires an understanding of the practices and policies already in place, an understanding of what will be replaced in classroom procedures, and an understanding of what the "new" pattern of instruction will be. That is, it is nonsensical to believe that one can introduce something new into instruction without eliminating something that already existed or that introducing a new policy does not alter the overall pattern of instruction. Indeed, a prevailing dilemma for most teachers wanting to introduce some change in instruction is determining what to remove from the existing pattern, when to introduce the new practice, and for whom and how.

These latter kinds of determinations almost necessarily need to be made at a local level within a school, at a specific grade, or by the teacher within a particular class. To begin these determinations systematically, however, still requires an understanding of what already is in place, i.e., what the existing practices and policies are for the individual teacher or for all the language

arts and English teachers working with a particular grade level or at a particular school. A fundamental problem at this stage, however, is how to obtain a comprehensive view of current practices and policies in any class.

Operationally, there are two basic means for obtaining detailed information about classroom practices and policies: (1) from a skilled observer recording what happens, and (2) from the teacher directly through a self-report process. Historically, neither of these has been very successful. Direct observation is time consuming and very expensive, and both of these factors have limited the frequency with which this approach has been used and the overall meaningfulness of information obtained. Teacher self-report is more practical but suffers from consistently low reliability. That is, as carried out, the self-report process has generally shown that teachers are not very good at accurately describing what they do. It is important to note, however, that underlying both of these approaches is the lack of any comprehensive mechanism to observe or report practices and policies specific to the teaching of language arts or English. Observers have had to rely on general observational instruments such as the Flanders Interaction Analysis and teachers in the self-report process have usually been asked to characterize only their overall pattern of instruction rather than the specific practices and policies in particular classes.

It was with these problems clearly in mind that the Pennsylvania Department of Education began a project dealing with the delineation of practices and policies in communication skills instruction. Specifically, the intent was to have developed a set of self-appraisal instruments with which teachers and others involved with influencing the quality of communication skills instruction could examine systematically what they were doing as part of or in support of that instruction.

1. Selecting the Audience

One of the first decisions made was to develop separate instruments for each of four key audiences - the classroom teacher, students, school administrators, and parents.

As noted at the beginning of this section, sensible strategies for school improvement must begin with an understanding of what is already happening within individual classrooms. While the availability of materials, the existence of curricular goals, and the presence of competency tests as well as the attitudes and approaches taken by parents and administrators each can influence the overall nature and quality of instruction, it is the classroom teacher who plays the pivotal role in determining what kinds of learning opportunities will be available in the classroom.

While it is certainly true that communication skills teachers play the crucial role in determining what happens within the walls of their classrooms, it is also true that students, administrators, and parents can and probably ought to be supportive of teachers' instructional efforts.

The PCRP Assessment Surveys represent a direct effort to provide administrators and parents with a means to consider the extent to which they do or could play constructive roles in the Reading and Communication Arts Program in

their schools. The student surveys also represent a direct effort to provide communication skills teachers with means for validating their own perceptions.

Activities listed on the student response forms were carefully selected from the longer detailed teacher forms to represent a thorough sampling of the various categories in each critical experience domain. Students respond on the forms only in terms of the frequency with which the activity occurred in their class during the year.

Everyone views events and processes from particular points of view; at times, everyone sees what he/she wants to see not necessarily what is. The compatability of the teacher and student response forms (i.e., that they use the same type of response format and that the content on the student form is tied to that on the teacher form) enables teachers to validate their own perceptions about what is happening in their classrooms. When the teacher's perceptions of his/her classroom activities and students' perceptions of those behaviors are reasonably consistent, that teacher can be confident in the accuracy (or validity) of his/her self-perceptions. When those perceptions are drastically different, the validity of the teacher's or the students' perceptions becomes open to question. Lack of validation, however, does not mean that the teacher is doing something wrong. It means only that the teacher and the students differ considerably in their perceptions about what has been going on in the class and that further examination and reflection is needed.

Thus, although the teacher self-report instrument is by far the most comprehensive, the student, the administrator and the parent surveys reflect a set of practical and important supportive behaviors and, indirectly at least, encourage the inclusion of those potentially influential groups in the overall school improvement process.

Rigorous self-examination is seldom either a pleasant or a simple process. Yet, the encouragement of such behavior on a regular basis by those directly influencing classroom instruction appears to be a crucial ingredient for continuing school improvement.

2. Specifying the Purpose

A second decision was that the self-appraisal instruments were to be descriptive rather than prescriptive or evaluative. With the teacher form, for example, the intent was that, whether the instrument was to be used by the teacher alone, by the teacher as part of a group at a grade level or school, or by the teacher in conjunction with the supervisory efforts of a department chairperson, principal, or curriculum coordinator, it was to describe classroom practices and policies not dictate them. It was to provide an information base for teachers from which they could make intelligent decisions about the nature of their classroom instruction. In that sense, the responses in themselves do not direct change. Rather, the motive for change must come when teachers decide that the existing pattern of instruction is either internally inconsistent or is inconsistent with what they perceive to be the appropriate priorities or values for that class or school. A basic "GIVEN" is that those priorities or values will differ from class to class, teacher to teacher,

school to school, and district to district. Thus, the assessment surveys provide a base of information from which decisions can be made at the individual class, school, and/or district level.

3. Relationship to PCRP

A third key decision was to coordinate the self-appraisal process at least conceptually with the existing framework of the Pennsylvania Comprehensive Reading/Communication Arts Plan (PCRP). Although the new self-appraisal instruments are not in any way direct assessments of PCRP or restricted to teachers implementing PCRP, the idea of the four critical experiences (Respond to Literature, Composing: Oral and Written, Sustained Silent Reading, and Developing Language Proficiency) provided the organizing base for the new self-appraisal instruments.

4. Focus of Instruments

A fourth decision was to strive to make the instruments comprehensive rather than cursory. One ramification of that decision was the realization that a single general instrument was out of the question. There was simply no way to elicit a detailed description of instructional policies and practices in each of the four broad PCRP-related areas across grade levels through a single instrument without having that instrument absurdly long. As a result, it was decided to develop five separate assessment surveys, one each for Responding to Literature: Written Composing: Oral Composing; Developing Language Proficiency; and Sustained Silent Reading. Separate forms for elementary teachers and secondary teachers were not developed because, quite surprisingly, there was no sound empirical base upon which to determine that certain kinds of practices and policies would be restricted to one level or the other. Thus, the resulting detailed teacher forms for each area, while still lengthy, are available for use by elementary and secondary teachers of communication skills. Moreover, if there is the opportunity for researchers to compare response patterns from teachers across grade levels, and/or across schools, we may finally begin to get a much greater understanding of the overall patterns of communications skills experiences for children as they move through our schools. That is, we may be able to extend our current understanding based largely on inference from curriculum guides, textbook use, and informal teacher comment with more concrete details about instructional decision-making and in-class behaviors.

5. Straight Forward Language

As work on the various PCRP Assessment Surveys progressed, a number of operational decisions were made about format and approach. Foremost, I believe, was the decision to make every effort to be jargon-free. This was no trivial matter nor has it been particularly easy to accomplish. To a certain extent, every profession has a technical vocabulary relatively unique and special to that profession. Competent individuals in that profession are expected to know, understand, and use that vocabulary. The problem is determining what indeed is part of the on-going professional vocabulary and what is

professional-like jargon. In any case, efforts were made to keep the language in the surveys specific and straightforward with a full awareness that lack of conciseness was a possible companion.

6. The Two Layers of Specificity

Although earlier self-appraisal efforts had asked teachers to respond about their general classroom practices, the decision made with the PCRP Assessment Surveys was to have each teacher respond in terms of a specific teaching assignment. At the beginning of each survey, the teacher is asked to specify a typical recent grade level assignment and to identify what general type of student grouping procedure (e.g., academic, vocational, heterogeneous, etc.) characterized that assignment. All subsequent responses on the survey are then in terms of his/her practices and policies in the kind of class identified. Thus, there are two separate layers of specificity:

- Responses are focused on behaviors specific to clearly identified aspects of the overall communication skill program (i.e., Responding to Literature, Written Composing, etc.).

- Responses are focused on a teacher's practices and policies within a single kind of class situation.

Each of the detailed teacher forms is subdivided into sections related to what appear to be distinct components of instruction in that area. In PCRP Survey I: Practices and Policies in Responding to Literature, for example, there are ten main sections:

I. Background Information
II. Types of Inclusion
III. Purposes for Literature Study
IV. Selecting Literature for Study
V. Pre-reading and Pre-viewing Practices
VI. Encountering the Literature
VII. Responding to Literature
VIII. The Response Environment
IX. Evaluating Students' Knowledge About and Understanding of Literature
X. Supporting the Response to Literature Program

Completing all ten sections of the survey takes approximately 25-30 minutes. While it seems sensible to complete an entire survey at one time, completing individual sections permits a teacher to focus on special sections at different times during the year. For example, an 8th grade teacher especially concerned about using a variety of prereading activities might complete Section V of PCRP Survey I after each unit of instruction in each class as a means for monitoring both the variety and the frequency of these kinds of activities while another teacher working with 5th grade students might focus attention on the range of students' opportunities to respond to literature and use Section VII of the survey as a weekly check or guide. Once again, there is no one way for teachers to use the Assessment Surveys. The main thing is that they are available for teachers to use constructively as part of a systematic self-improvement process.

In contrast to most self-appraisal surveys, the PCRP Assessment Surveys also include an organizational structure within each section as well as within each survey. In PCRP Assessment Survey II: Practices and Policies in Written Composing, for example, Section V: Prewriting Activities including 18 separate items reflecting five major clusters of prewriting activities: (1) Verbal Interactive Strategies such as leading a discussion with students about a topic and leading a "brainstorming" session about a range of writing topics; (2) Model and Form Strategies such as presenting students with professional examples or using other students' work as models; (3) Self-generated Notes Strategies such as using sustained writing or journal writing activities; (4) Direct Experience Strategies such as taking students on guided field trips or using dramatic enactment situations; and (5) Mediated Experience Strategies such as using films or movies about a topic or relying on students' extensive reading. It is important to note here that the range of items in each section does not mean that every teacher should be using every kind of activity or procedure. Rather, the array of items provides a perspective from which the teacher can decide whether the pattern of practices and policies in that area is reasonable for the kind of class identified and whether that pattern is consistent with perceived school and district goals and priorities.

7. Defining Response

Finally, it was decided that the common practice of having individuals respond to items with simple yes/no indications was insufficient. It does seem to matter whether a practice or policy is done once or twice a year or done regularly. As a result, individuals are asked to respond to most of the items in terms of the frequency with which they do that kind of behavior in the kind of class identified. Specifically, teachers are directed to respond to items as follows:

0 = Never	- means that this is not something done in the type of class identified
1 = Infrequently	- means that the behavior is done no more than 3 or 4 times a year
2 = Sometimes	- means that the behavior is done at least 5 or 6 times a year but not as a regular practice
3 = Regularly	- means that the behavior is done throughout the year as a regular practice

The student, the administrator and the parent forms include a similar response format. Once again, this kind of response format in itself makes no judgment about whether an indicated frequency is or is not "good." That kind of judgment must be made by the individual according to perceived priorities, values, and goals set at the local level.

8. Final Thoughts

I have attempted here to describe some of the background leading up to the development of the PCRP Assessment Surveys and some of the main features of the surveys themselves. In particular, responses from teachers completing initial drafts of the detailed teacher surveys have been very encouraging.

Not only does it appear that completing the survey nurtures self-examination, but it also seems that the surveys provide for teachers very detailed catalogues of an extensive range of teaching activities organized into clear and understandable categories. In a very real sense, each survey is a framework for helping teachers understand how parts of various strategies and approaches interrelate and a basis for helping them integrate new ideas and techniques into a coherent instructional pattern.

II. ADMINISTERING THE TEACHER SURVEYS

The Teacher Surveys in each of the five domains of PCRP are lengthy; each takes between 25 and 30 minutes to complete.

An in-person administration to a group of teachers is preferable to an independent or self-administered use of a survey because: (1) questions about the meaning of particular items can be dealt with immediately, and (2) teachers can be reminded at several times to keep a single class in mind when they respond to items. This latter point is extremely important since it is the focused context that makes this kind of survey process meaningful and reasonably accurate. This does not preclude individual or self-administration nor is it intended to minimize the value of completing a survey for the individual. It is simply to indicate that group administration is more efficient, especially when there is interest in group, school, or district patterns of instruction.

When dealing with questions about individual items, it is useful to clarify what a term or a procedure means generally, including the use of an example or illustration. However, extended definitions or examples or biased explanations (i.e., explanations which clearly reveal that the person administering the survey either approves of or disapproves of the activity) should be avoided.

It is helpful to remind teachers while they are completing Sections 1 and 2 that they should focus on their practices in a single class-section during the year and that they should not be concerned that their "estimates" of time allocation will not be exact. The recording of a reactive impression about time seems to yield rather accurate estimates. In general, it is helpful to have the teachers respond quickly to items throughout the survey rather than spend time pondering how many times exactly they used an activity during the year. The focused nature of the domains, the focus on activities within a particular class section, and the emphasis on rapid response contribute to an accurate self-report system.

A frequently asked question from teachers taking the survey deals with multi-purpose activities -- i.e., what do I do when I have my students doing oral projects in literature study -- is that oral composing or response to literature time? or When I use literature to stimulate writing, do I count that as literature study time or writing instruction time? If activities involve effort in more than one domain, it is perfectly reasonable to tabulate that effort in each domain. As a result, it is possible to have the estimate of time devoted to different domains of instruction in English/language arts exceed 100 percent for the sum of the five PCRP domains. In a very real sense, the presence of multi-purpose activities is a good indicator of the teacher's sensitivity to and skills in the integrating of learning activities within the curriculum.

LANGUAGE TEACHER

III. ASSESSMENT SURVEY IV: TEACHER RESPONSE FORM
Language Proficiency Development Instruction

I. BACKGROUND INFORMATION

1.01 Name _____

1.02 Number of Years Teaching Experience _____

1.03 Highest Degree Attained _____

1.04 If you teach Language Arts or English to students at more than one grade level, please select only one as the basis for your responses on this survey. Grade Level _____

For all remaining questions, answer in terms of a "typical" class at the grade level you have identified.

1.05 Type of Class:
_____ Academic (also, high, advanced, college preparatory, etc.
_____ Low Ability (also, slow, remedial, non-college preparatory, etc.)
_____ Vocational (also, business, technical, etc.)
_____ Heterogeneous (also, mixed ability, regular random, etc.)

1.06

TYPE OF INSTRUCTIONAL ARRANGEMENT	ESTIMATE OF TIME SPENT PER WEEK					
	0	10-15 min.	20-30 min.	40-50 min.	1 hour	1½ hours or more
1. Instruction in spelling only						
2. Instruction in vocabulary only						
3. Both spelling and vocabulary instruction on the same words						
4. Both spelling and vocabulary instruction but using different words for each						
5. Mechanics (capitalization and punctuation)						
6. Usage (things like subject-verb agreement, their-there, who-whom, etc.)						
7. Grammar (parts of speech tense forms, etc.)						
8. Syntax (types of sentence patterns, etc.)						

LANGUAGE TEACHER

DIRECTIONS FOR COMPLETING THE REMAINDER OF THE SURVEY.

You will be asked to respond to a number of statements relating to many different aspects of practices and policies within your curriculum. Please use the following key in making your responses:

0 = Never	- means that this is not something you do in the type of class identified
1 = Infrequently	- means that this may be something you do during the year, but you do not do it very frequently (3 or 4 times a year or less), at least in the type of class you have identified.
2 = Sometimes	- means that this is something you may do or provide as many as five or six times during the year.
3 = Regularly	- means that this is something you may do or provide frequently during the year.

II. Purposes for Spelling and Vocabulary Study

The following items relate to your perceptions about the purposes for having students engage in spelling and vocabulary study as part of the school curriculum. Indicate the extent each guides your instruction in the type of class you have identified.
(0 = Never; 1 = Infrequently; 2 = Sometimes; 3 = Regularly)

In providing for instruction in spelling and vocabulary, I have as an important goal that my students will:

_____ 1. develop good personal habits for disciplined study.
_____ 2. improve their abilities to read and comprehend.
_____ 3. develop their abilities to be effective writers.
_____ 4. develop their analytic thinking skills.
_____ 5. develop their self-concepts by having opportunities to demonstrate mastery.
_____ 6. develop skills that are necessary to be successful as an adult.
_____ 7. develop skills that they will need for effective social and/or interpersonal relationships later in life.
_____ 8. develop their self-confidence and self-assurance.
_____ 9. develop a responsible and humane approach to the use of language.

III. Selecting Words for Spelling and Vocabulary Study

The following items are related to the various ways that you can approach the selection of words for spelling and vocabulary instruction. Indicate the extent to which each describes how you select words for study in the type of class you have identified.
(0 = Never; 1 = Infrequently; 2 = Sometimes; 3 = Regularly)

LANGUAGE TEACHER

I select the words for spelling and vocabulary instruction:

_____ 10. as they come up in the spelling/vocabulary text.
_____ 11. because they will be coming up in reading assignments.
_____ 12. because they relate to topics or issues of current interest.
_____ 13. because they have a particular relevance to one or more of my students.
_____ 14. because they have structural commonalities (e.g., reflect a spelling rule, reflect a spelling pattern, are the same part of speech, use a common prefix, are related to the same concept, etc.).
_____ 15. because they seem to be spelled or used incorrectly in students' written work.
_____ 16. because they appear in students' personal lists of hard-to-spell words or words whose meaning is not clear.
_____ 17. because they are listed in school or district approved spelling and/or vocabulary lists.
_____ 18. because they appear in spelling/vocabulary lists recommended in professional publications.

IV. Basic Approaches to Spelling and Vocabulary Instruction

The following items identify a variety of general approaches that you could use in working with spelling and vocabulary instruction in the type of class you have identified.
(0 = Never; 1 = Infrequently; 2 = Sometimes; 3 = Regularly)

As part of my instruction in spelling and vocabulary, I:

_____ 19. mark all spelling errors that occur in students' writing.
_____ 20. have students keep personal lists of "hard-to-spell" words for self-study.
_____ 21. have students look up for themselves the spelling or meaning of any word they don't know or make an error on.
_____ 22. make a conscious effort to introduce new words in my vocabulary when I am talking to or with my students.
_____ 23. talk about the meanings of "new" or "interesting" words with my students as these words come up in class activities.
_____ 24. have students learn on their own from a specified set of words for spelling and/or vocabulary study.
_____ 25. use a test-study-retest approach for a specified set of words for spelling and/or vocabulary study.
_____ 26. use a "corrected test" approach for a specified set of words for spelling and/or vocabulary study.
_____ 27. have students learn on their own from a specified set of words given to them through oral dictation.
_____ 28. have students learn phonics principles as an aid to spelling/vocabulary development.
_____ 29. have students learn spelling rules identified for study at that instructional level.
_____ 30. have students learn specific structural features of words (e.g., prefixes, suffixes, roots, etc.) identified for study at that instructional level.

V. Learning Activities in Spelling and Vocabulary Study

For the type of class you have identified, indicate the extent to which you use any of the following learning activities. (0 = Never; 1 = Infrequently; 2 = Sometimes; 3 = Regularly) Among the learning activities for spelling and vocabulary study, I have students:

_____ 31. individually or as a group repeat orally after me the spelling of new words.
_____ 32. individually or as a group pronounce and give the meaning of words I have dictated for vocabulary study.
_____ 33. transcribe in their own handwriting the words for spelling and/or vocabulary study.
_____ 34. practice spelling, pronouncing, and giving the meaning of spelling and/or vocabulary while working with another student.
_____ 35. individually or in groups get practice in looking up words in the dictionary when they already know them.
_____ 36. individually or in groups get practice in looking up words in the dictionary when they don't know how to spell them.
_____ 37. individually or in groups get practice in looking up words in the dictionary when they don't know the meaning of the words.
_____ 38. practice figuring out the meanings of words using context clues.
_____ 39. practice using structural cues (e.g., prefixes, roots, etc.) to unlock word meanings.
_____ 40. do enactments of the meanings or associations of words for vocabulary study.
_____ 41. write sentences, essays, stories, etc., in which they use in context the words for vocabulary study.
_____ 42. draw, illustrate, or otherwise create visuals associated with the words for vocabulary study.
_____ 43. relate the meanings of words for vocabulary study with aspects of their own experiences.
_____ 44. do oral composing activities using the words for vocabulary study.
_____ 45. do kinesthetic experience activities to aid in the acquiring of new words.
_____ 46. play spelling and/or vocabulary games individually or in groups.

VI. Testing Spelling and/or Vocabulary Learning

For the type of class you have identified, how do you test students' knowledge and skills related to spelling and vocabulary study? (0 = Never; 1 = Infrequently; 2 = Sometimes; 3 = Regularly)

When I am testing students' knowledge and/or skills in spelling and vocabulary, I:

_____ 47. dictate each word and students write down the spelling and/or meaning.
_____ 48. dictate each word and the students write sentences using the word in context.

_____ 49. use a multiple choice format to see if the students can select the correct spelling and/or meaning.
_____ 50. dictate each word and have students spell and/or give the meaning of the word orally.
_____ 51. dictate each word and have students produce orally a sentence using the word in context.
_____ 52. have the students play games and/or do puzzles in which the "target" words must be spelled or used correctly.
_____ 53. determine whether students are spelling and/or using the words correctly in the written composing work.
_____ 54. determine whether students are using the words correctly in their oral composing work.

VII. Purposes for Mechanics and Usage Study

The following items relate to your perceptions about the purposes for including mechanics and usage study as part of the school curriculum. Indicate the extent to which each guides your teacher in the type of class you have identified.
(0 = Never; 1 = Infrequently; 2 = Sometimes; 3 = Regularly)

I include instruction in mechanics and/or usage as part of my curriculum because:

_____ 55. it helps students develop reason and logical thinking abilities.
_____ 56. it helps students develop their self-confidence.
_____ 57. it helps students develop a sense of self-discipline and order.
_____ 58. it will help students in their reading.
_____ 59. accurate use of mechanics rules and usage conventions is expected by many employers.
_____ 60. it will help students understand the role language conventions play in human social interaction.
_____ 61. it is essential for students to know and control mechanics and usage if they are to write well.
_____ 62. knowing the mechanics rules and usage conventions will be important for students in social situations later in life.
_____ 63. it will help students be able to edit their own writing.

VIII. Basic Approaches to Mechanics and Usage Instruction

The following items identify a variety of general approaches that you could use in working with mechanics and usage instruction in the type of class you have identified.
(0 = Never; 1 = Infrequently; 2 = Sometimes; 3 = Regularly)

As part of my instruction in mechanics and usage, I:

_____ 64. mark mechanics and/or usage errors in students' writing.
_____ 65. note usage errors in students' speech work.
_____ 66. make a special effort to identify unusual features in mechanics and usage as these occur in students' reading assignments.

_____ 67. require students to correct all mechanics and usage errors in their writing and/or speech work.
_____ 68. require students to correct all mechanics and usage errors designated for focus at that level.
_____ 69. have students work individually or in groups only on those errors in mechanics and usage that seem to be problems for them in their writing.
_____ 70. have students work individually or in groups only on those aspects of usage that seem to be problems for them personally in their speech work.
_____ 71. have all students learn the mechanics rules and usage conventions designated in the class text for study at that level.
_____ 72. have all students learn the mechanics rules and usage conventions related to the kinds of errors students are making in their writing or speech work.
_____ 73. have students infer appropriate mechanics rules and usage principles from structured examples.

IX. Learning Activities in Mechanics and Usage Instruction

For the type of class you have identified, indicate the extent to which you use any of the following types of learning activities. (0 = Never; 1 = Infrequently; 2 = Sometimes; 3 = Regularly)

Among the learning activities for mechanics and usage instruction, I have students:

_____ 74. use programmed materials for drill on mechanics rules and usage conventions.
_____ 75. do textbook or workbook exercises on mechanics rules and usage conventions.
_____ 76. do exercises that I have made up for drill on aspects of mechanics and/or usage, incorporating content information.
_____ 77. do exercises that I have made up for drill on aspects of mechanics and/or usage incorporating contextual (situation-specific) information.
_____ 78. do exercises that I have made up for drill on aspects of mechanics and/or usage based on my analysis of students' problems in their writing or speech work.
_____ 79. use audio-lingual type drills to have students practice applying usage conventions.
_____ 80. use role-play or other forms of enacting exercises to have students practice with certain usage conventions.
_____ 81. transcribe or copy sentences or longer pieces in order to practice with certain aspects of mechanics and usage.
_____ 82. participate in dictation drills to practice with certain aspects of mechanics and usage.
_____ 83. maintain a personal record of mechanics and usage problems for self-study.
_____ 84. practice by correcting the mechanics and usage errors in their own writing.

____ 85. specify a list of mechanics rules and usage conventions as part of editing/proofreading guides which students must apply to their own written work.

____ 86. practice identifying and correcting mechanics and usage errors by participating in student editing teams.

X. Testing Mechanics and Usage Learning

For the type of class you have identified, how do you test students' knowledge and skills related to mechanics and usage instruction?
(0 = Never; 1 = Infrequently; 2 = Sometimes; 3 = Regularly)

When I am testing students' knowledge and skills in mechanics and usage, I:

____ 87. dictate statements in which students must supply appropriate punctuation and/or capitalization.

____ 88. have students apply mechanics rules to test statements given to them in writing without those mechanics markings.

____ 89. give students objective tests to see if they can select the appropriate response on items dealing with aspects of usage and/or mechanics.

____ 90. give students written samples with intentional errors and have students correct them.

____ 91. have students participate in structured dialogues or audio-lingual test drills to determine if they can apply usage conventions.

____ 92. determine the extent to which students are using appropriate mechanics and usage in their writing.

____ 93. determine the extent to which students are using appropriate usage in their speech activities.

____ 94. determine the extent to which students supply appropriate mechanics markings when engaged in structured sentence production tasks (e.g., sentence expansion, sentence combining, etc.).

XI. Purposes for Grammar and Syntax Study

The following items relate to your perceptions about the purposes for including grammar and syntax study as part of the school curriculum. Indicate the extent to which each guides your teaching in the type of class you have identified.
(0 = Never; 1 = Infrequently; 2 = Sometimes; 3 = Regularly)

I include instruction in grammar and syntax as part of my curriculum because:

____ 95. the knowledge of grammar is necessary for students in other content areas.

____ 96. the knowledge of grammar and syntax helps students in their reading.

____ 97. knowledge about grammar and syntax will help students be able to write longer and more complex sentences when they need to.

____ 98. the study of grammar and syntax develops students' critical thinking abilities.

_____ 99. such study helps students become better writers in all subject areas.
_____100. such study helps students develop a sense of discipline and order.
_____101. such study develops a personal appreciation for the nature and structure of language.
_____102. the knowledge of English grammar and syntax will help students in learning a foreign language.
_____103. the study of grammar and syntax will help students learn to analyze carefully.

XII. Basic Approaches to Grammar and Syntax Instruction

The following items identify a variety of general approaches that you could be using in working with grammar and syntax instruction in the type of class you have identified.
(0 = Never; 1 = Infrequently; 2 = Sometimes; 3 = Regularly)

As part of my instruction in grammar and syntax, I:

_____104. select for instruction only those aspects of grammar and syntax that seem to be causing students problems in their writing or speech work.
_____105. have students study individually or in groups only those aspects of grammar and syntax that seem to be problems for them personally.
_____106. note grammatical and/or syntax difficulties in students' writing and speech work.
_____107. note in students' writing and speech work only those aspects of grammar and syntax identified for focus at that level.
_____108. identify unusual features in grammar and syntax as these occur in students' reading assignments.
_____109. require students to correct grammar and syntax errors in their writing and speech work.
_____110. require students to correct errors on only those aspects of grammar and syntax designated for focus at that level.
_____111. provide direct instruction in aspects of grammar and syntax from the class text for that level.
_____112. provide structured examples from which students can infer rules related to grammar and syntax.

XIII. Learning Activities in Grammar and Syntax Instruction

For the type of class you have identified, indicate the extent to which you use any of the following types of learning activities.
(0 = Never; 1 = Infrequently; 2 = Sometimes; 3 = Regularly)

Among the learning activities for grammar and syntax, I have students:

_____113. learn on their own the grammar rules and aspects of syntax taught in class.
_____114. use programmed materials to drill on grammar and syntax.
_____115. do textbook or workbook exercises that I made up for drill on grammar rules and aspects of syntax.
_____116. do analytic exercises that I make up for drill on grammar rules and aspects of syntax.

_____117. do analytic exercises that I make up incorporating content information and/or contextual (situational) information for drill on grammar rules and aspects of syntax.
_____118. do analytic exercises that I make up for drill on grammar rules and aspects of syntax based upon my analysis of difficulties they have in writing and speech work.
_____119. practice diagramming how given sentences are structured.
_____120. practice writing sentences given in dictation exercises.
_____121. practice writing or saying sentences through sentence expansion exercises.
_____122. practice writing or saying sentences through sentence combining exercises.
_____123. practice writing or saying sentences requiring them to transform a given sentence from one form to another.
_____124. do exercises in which they make sentences out of non-sentence groupings of words.
_____125. have students work with grammar or syntax "games" and/or puzzles.
_____126. have students respond to questions in class by using "complete" sentences.
_____127. have students edit or proofread according to specific guidelines their own or other students' written work before that work is handed in.
_____128. have students enact or otherwise dramatize what sentences or parts of sentences mean or how they work.
_____129. have students draw, illustrate, or otherwise create visuals to show what sentences or parts of sentences mean or how they work.

XIV. Testing Grammar and Syntax Learning

For the type of class you have identified, how do you test students' knowledge and skills related to grammar and syntax instruction? (0 = Never; 1 = Infrequently; 2 = Sometimes; 3 = Regularly)

When I am testing students' knowledge and skills in grammar and syntax, I see if students can:

_____130. distinguish between grammatically correct and incorrect statements given orally or in writing.
_____131. analyze correctly the specified aspects of grammar and syntax in given examples.
_____132. transform given statements according to directions.
_____133. combine given sentences according to directions.
_____134. make corrections in sample sentences given orally or in writing.
_____135. correct errors that appear in the initial drafts of their own written work.
_____136. correct errors that appear in the initial drafts of written work by peers.
_____137. produce specified syntactic patterns upon demand either orally or in writing.
_____138. use appropriate grammar and syntax in their writing and speech work.

IV. ASSESSMENT SURVEY IV: FOR THE TEACHER RESPONSE FORM
The Tabulation Guide Outline

Each of the PCRP Assessment Survey for the Teachers is intended to represent a comprehensive listing of behaviors in a particular domain of the Reading and Communication Arts Curriculum. In the examination of the vast array of potential teacher activities, it was evident that, in a number of instances, individual behaviors were closely related in form and function. The framework of those forms and functions, then, was useful in organizing the presentation of items in the individual surveys and provides a coherent base for making sense of the data available from these surveys.

Each of the Tabulation Guides identifies major Sections of each Survey. Section 1 in all cases includes items which ask for general background information. Other Sections in the surveys then focus on the broad but important dimensions of instruction in the survey domains. Within Sections, items are clustered into Factors according to the extent to which they have functional similarity or contribute to illuminating a single classroom feature. Although the labels for Factors are quite arbitrary, they are intended to describe the essential functions of features of the two or more behaviors included within them. For example, Factor 5 in the Responding to Literature Survey has the label, Transmit Cultural Tradition. There are many who see the transmitting of a cultural tradition as one of the major reasons for including literature in the school curriculum. Items 3, 9, 13, and 16 in the Responding to Literature Survey are purpose statements reflecting that particular kind of orientation to literature study. The teacher's responses on items 3, 9, 13, and 16, therefore, can be clustered together and identified as a general indicator of that teacher's commitment to the "transmitting of a cultural tradition" as a central purpose for literature study in his/her class.

The Tabulation Guide Outline is presented here only to assist individuals or groups in extending their self-reflection on their teaching practices and policies in particular domains within the Reading and Communication Arts Curriculum. The analysis of responses by Factors or Sections according to the Outline is not mandatory but can help to highlight patterns of decision-making and practice within a single class, by teachers at a particular grade level, by teachers in a particular school, or by teachers throughout a district. Further details about carrying out these kinds of analyses are provided in the section, "Tabulating Individual and Group Data."

Section I. Background Information

Factor 1. Teacher Background (items 1.01-1.03)
Factor 2. Class Identification (items 1.04-1.05)
Factor 3. Allocated Instruction Time (items 1.06)

Section III. Purposes for Spelling and Vocabulary Study

Factor 4 - Personal Development (items 1, 5, 8)
Factor 5 - Cognitive Skill Development (items 2, 3, 4)
Factor 6 - Adult Utility (items 6, 7, 9)

Section III. Selecting Words for Spelling and Vocabulary Study

Factor 7 - Contextual Relevance (items 12, 13, 16)
Factor 8 - Functional Utility (items 11, 14, 15)
Factor 9 - Arbitrary/External (items 10, 17, 18)

Section IV. Basic Approaches: Spelling and Vocabulary

Factor 10 - Incidental Learning (items 19, 20, 21, 22, 23)
Factor 11 - Direct Instruction (synthetic) (items 24, 25, 26, 27)
Factor 12 - Structural (analytic) (items 28, 29, 30)

Section V. Learning Activities: Spelling and Vocabulary

Factor 13 - Drill-Based (items 31, 32, 33, 34)
Factor 14 - Dictionary-Based (items 35, 36, 37)
Factor 15 - Problem Solving (items 38, 39)
Factor 16 - Experiential Orientation (items 40, 41, 42, 43, 44, 45, 46)

Section VI. Testing: Spelling and Vocabulary

Factor 17 - Direct Test (items 47, 48, 49, 50, 51, 52)
Factor 18 - Indirect Test (items 53, 54)

Section VII. Purposes for Mechanics and Usage Study

Factor 19 - Personal Development (items 56, 57, 63)
Factor 20 - Cognitive Skills (items 55, 58, 61)
Factor 21 - Adult Utility (items 59, 60, 62)

Section VIII. Basic Approaches: Mechanics and Usage

Factor 22 - Incidental Learning (items 64, 65, 66, 67, 68)
Factor 23 - Direct Instruction (items 71, 72, 73)
Factor 24 - Functional Selection (items 69, 70)

Section IX. Learning Activities: Mechanics and Usage

Factor 25 - Analytic Drills (items 74, 75, 76, 77, 78)
Factor 26 - Applied Drills (items 79, 80, 81, 82)
Factor 27 - Independent (items 83, 84, 85, 86)

Section X. Direct Test

Factor 28 - Direct Test (items 87, 88, 89, 90, 91)
Factor 29 - Indirect Test (items 92, 93, 94)

Section XI. Purposes for Grammar and Syntax Study

Factor 30 - Personal Development (items 97, 100, 101)
Factor 31 - Cognitive Skill Development (items 96, 98, 103)
Factor 32 - Ckurricular/Adult Utility (items 95, 99, 102)

Section XII. Basic Approaches: Grammar and Syntax

Factor 33 - Functional (items 104, 105)
Factor 34 - Direct/Guided Instruction (items 111, 112)
Factor 35 - Incidental (items 106, 107, 108, 109, 110)

Section XIII. Learning Activities: Grammar and Syntax

Factor 36 - Arbitrary Drill (items 113, 114, 115)
Factor 37 - Analytic Drill (items 116, 117, 118, 119)
Factor 38 - Applied Drill (items, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129)

Section XIV. Testing: Grammar and Syntax

Factor 40 - Direct Test (items 130, 131, 132, 133, 134)
Factor 41 - Indirect Test (items 135, 136, 137, 138)

V. TABULATING RESPONSES FROM THE TEACHER SURVEY

1. Tabulating Responses on an Individual Survey

Tabulating responses on one of the surveys may be very helpful for the individual teacher. Each of the surveys is rather lengthy and detailed. The tabulation Guides are especially helpful in directing the teacher's attention to patterns in his/her responses on the survey. Key to the tabulation of responses are the Tabulation Guide Outlines described in the preceding part of this manual.

A. Using the Tabulation Guide for a Single Survey

Step 1. Using the appropriate Tabulation Guide Outline, record the numerical responses (i.e., 0, 1, 2, or 3) for each item within each Factor.

Step 2. Obtain the Sum for the numerical values for responses on each item in a Factor.

Step 3. Divide that sum by the number of items in that Factor. The resulting score (or Mean) should be between 0.0 and 3.0.

B. Sample Calculation for One Factor

In order to get a general picture of his/her responses on the Responding to Literature Survey, a 10th grade teacher decided to tabulate his/her responses. For Factor 5, Transmit Cultural Tradition, the teacher proceeded as follows:

Step 1.

Items in Factor 5	Response
3	2
9	1
13	2
16	1

Step 2. 2 + 1 + 2 + 1 = 6

Step 3. 6 divided by 4 = 1.5, the Mean for Factor 5. (See Part III. for further details.)

II. Tabulating Group Responses on a Teacher Survey

Although each Assessment Survey serves a very important self-analysis function for the individual teacher, each of the surveys also may be used to obtain a general profile for a specific group as well -- e.g., the literature instruction practices of all 11th grade college preparatory teachers, or the written composing instruction practices of all 4th and

5th grade teachers, or the supportive behavior for the oral composing component by parents of 7th graders, etc. That will be a meaningful "group" must be determined at the local school level.

A. Tabulating Responses in Section 1

The items in Section 1 of the Teacher Survey relate to background or contextual aspects of the group under consideration. The most calculation in a simple average for the group on the one or more items which are of interest.

B. Tabulating Responses in Section 2

The items in Section 2 of the Teacher Survey provide information on how time is spent (or general content choices) within the domain of the survey. Tallying the number of responses in each box or cell of the charts will yield a frequency distribution for the group of teachers. That distribution reflects the pattern(s) of responses by the group(s) of teachers.

C. Tabulating Responses for Section 3 Through Section 10

Items in Section 3 through Section 10 on each Survey may be examined separately or in clustered groups called Factors. As explained in the introduction to the Tabulation Guide Outlines, a Factor is a label placed upon a group of items that are closely related in form or function. For example, on the Written Composing Survey, Factor 3 is called Verbal Interactive Strategies because each of the four items included within it (items 23, 24, 25, and 26) represent classroom behaviors in which some kind of verbal interchange between teacher and students or among students is carried out as a pre-writting strategy.

D. Calculating Group Means for Individual Items

Step 1. Record the numerical response for each person in the group. Recall that each person has placed a 0, 1, 2, or 3 in the space to the left of each item listed. If no response is listed on an individual survey, record a 0 for that person on that item.

Step 2. Add the numerical response values for the group.

Step 3. Divide that sum by the number of individuals in the group. The resulting Mean score should fall between 0.0 and 3.0.

E. Sample Calculation for Group Mean on an Individual Item

Let us assume that we want to see how all junior high school teachers as a group respond to items on the Written Composing Survey. There are 10 junior high teachers. On item 23, the extent to which they

led class discussions on topics before having students write on the topics, they responded as follows:

Step 1.

Teacher	Responses on item 23
1	1
2	1
3	2
4	2
5	3
6	2
7	2
8	3
9	1
10	1

Step 2. 1+1+2+2+3+2+2+3+1+1 = 18

Step 3. 18 divided by 10 = 1.8, the Mean Response of this group on item 23. (See Part III. for further details.)

F. Calculating Group Means for Factors

Recall that a Factor is a cluster of individual items that are related in form or function. The group Means for Factors then can provide more direct insight into the groups' practices in a broad but clearly defined aspect of instruction. To calculate the group mean for a factor, first complete the calculations for the group on individual items, then proceed as follows:

Step 1. Record the calculated group means for each of the items in the Factor.

Step 2. Add these mean scores together.

Step 3. Divide the sum by the number of items in the Factor. The resulting Mean score should fall between 0.0 and 3.0.

G. Sample Calculation for Group Mean on a Factor

Let us assume that, using the context described in E., we wanted to see how these 10 junior high teachers responded on the four specific types of behavior that are part of Factor 8. We should proceed as follows:

Step 1.

Items in Factor 8	Calculated Group Mean
#23	1.80
#24	1.30
#25	1.45
#26	1.45

Step 2. 1.80+1.30+1.45+1.45 = 6.00

Step 3. 6.00 divided by 4 = 1.50, the Group Mean for Factor 8. (See Part III. for further details.)

III. Interpreting Tabulated Data

The Mean scores for Factors of individual surveys, for individual items for groups of teachers, or for Factors for groups of teachers should not be interpreted too literally. These calculations are most useful as indicators of the general frequency of a particular behavior or type of behavior. In general, means of 2.5 - 3.0 reflect a very high degree of use; mean scores between 1.75 - 2.5 reflect a moderate degree of use; mean scores between 1.0 - 1.75 reflect a low degree of use; and mean scores below 1.0 reflect an extremely low degree of use. Remember too that it is operationally impossible for each teacher to be doing everything in any one class on a regular basis. Also, what may be a "good" profile can vary dramatically from class to class, can be quite different at different grade levels and in all likelihood will reflect marked differences among schools or school districts. The major issue is determining the extent to which the observed profile is <u>appropriate in its own context</u> and that determination must be made at the local level.

VI. ADMINISTERING THE STUDENT SURVEYS

The student surveys for each of the five domains in the Survey Package are intended for use during class time or as part of large group assessment. Although the student forms are considerably shorter than the teacher forms, it would still be unwise to plan to use more than one or perhaps two surveys at any one sitting. In general, administration time ranges from about 5 minutes per survey for older students who are capable readers to 15 minutes for younger students and/or less able readers.

For able readers, a survey can be presented to the group with little difficulty. To allay any potential anxiety about the purposes of the assessment, it is helpful to explain the focus for the survey right at the outset -- i.e., to highlight that the outcome is a description of that particular aspect of their curriculum and not an evaluation of their teacher. The results tell what was going on in the class and not how well the teacher was carrying out those activities. Since the curriculum includes both the substance studied and the learning activities used as part of that study (i.e., both content and process), the results of the assessment help their teachers and other teachers in their school examine the actual rather than the theoretical curriculum in their school and guide those teachers in making decisions about curriculum change. The students taking the survey should also be reminded that this kind of description is meaningful only if each person completing the survey does so honestly.

If students raise questions about the meaning of particular items or words, an effort should be made to answer the questions simply but without bias. That is, in answering a question, the person administering the survey should avoid any indication of preference or non-preference, approval or disapproval. Also, students should be reminded that there will be many items on a survey reflecting class activities that they have not done that year. It is not likely that any one teacher in any one class would use all of the activities listed.

For younger students and/or less able readers, it may be beneficial for the person administering a survey to read aloud each of the items. In general, with this assist, children, even as young as 2nd graders, seem to be able to use the 0, 1, 2, 3 frequency key with little difficulty. As with older students, it is also helpful to inform younger students about the general purposes for the survey, to let them know that they can ask questions, and to assure them that there will be some activities listed that they have not done or can't recall doing during the year or even before. Also, they too should be reminded that they should answer in terms of what they recall doing not whether they liked or disliked the activity.

LANGUAGE STUDENT

VII. PCRP ASSESSMENT SURVEY IV: STUDENT RESPONSE FORM
Spelling and Vocabulary

I. Background Information

a. Teacher's Name _____

b. Grade _____ Class Period _____

c. School _____

d. How much time does your class spend involved in the study of spelling and vocabulary? In your estimate on the checklist below, include time spent in getting the words, practicing the words, and being tested on the words for study. For each of the study arrangements listed on the left side of the checklist, put an X in the box to the right which best describes how much time is spent in your class each week.

TYPE OF STUDY ARRANGEMENT	ESTIMATE OF TIME SPENT PER WEEK					
	0	10-15 min.	20-30 min.	40-50 min.	1 hour	1½ hours or more
1. We study spelling only.						
2. We study vocabulary only.						
3. We have both spelling and vocabulary study on the same words.						
4. We do both spelling and vocabulary study but use different words for each.						

II. Classroom Practices

Teachers can have you do many things as part of the way they work with you on spelling and/or vocabulary study. We have listed a number of things below. Indicate how often your teacher used each activity in your class during the year.

0 = Never, Not at All
1 = Not Often, maybe two or three times during the year.
2 = Sometimes, at least five or six times during the year.
3 = Very Often or Regularly during the year.

LANGUAGE
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A. In our class, the words for spelling and/or vocabulary study:

_____ 1. come from a spelling/vocabulary book or list.
_____ 2. come from our reading or literature books.
_____ 3. come from "current interest" discussion in class.
_____ 4. have things in common like they are all nouns, they all start with "pre-," they have a similar spelling pattern, etc.
_____ 5. are those that we have been making mistakes with in our writing.

B. As part of the way we learn spelling and/or vocabulary:

_____ 6. the teacher marks mistakes in our writing.
_____ 7. we have to keep our own lists of hard-to-spell words.
_____ 8. we have to look up in the dictionary the spelling and/or meaning of words we don't know.
_____ 9. the teacher talks about the meaning of a new or interesting word when it comes up in class.
_____ 10. we have to learn on our own a list of assigned words.
_____ 11. we have to learn only those words that we miss on a "pre-test."
_____ 12. we have to learn spelling rules.
_____ 13. the teacher dictates the words that we are to learn that week.
_____ 14. we copy from a book or list into our own notebooks the words that we are to learn that week.
_____ 15. we have to repeat or say the spelling and/or meanings of new words for study.
_____ 16. we practice figuring out the meaning of new words in context.
_____ 17. we do dramatic enactments of the meanings of new words.
_____ 18. we write sentences or make up stories using the new words.
_____ 19. we make drawings or illustrations about new words.
_____ 20. we play spelling, word, or meaning games or do word puzzles.

C. When we are tested in spelling and/or vocabulary study:

_____ 21. the teacher dictates the word and we have to write down the spelling and/or meaning.
_____ 22. the teacher dictates the word and we have to write down a sentence using the word.
_____ 23. we have multiple choice, sentence completing, or other forms of objective tests.
_____ 24. we have to complete word games or puzzles using the words.
_____ 25. the teacher dictates the word and we have to spell it aloud or give its meaning orally.

LANGUAGE STUDENT

VIII. ASSESSMENT SURVEY IV: STUDENT RESPONSE FORM
Mechanics, Usage, Grammar, and Syntax

I. Background Information

a. Teacher's Name _____

b. Grade _____ Class Period _____

c. School _____

d. How much time does your class spend on language study such as mechanics, usage, grammar, and syntax? In your estimate on the checklist below, include time spent in teacher explanations, practice sessions, testing, and any other activities directly tied to your study of these parts of language. For each of the areas listed on the left, put an X in the box to the right which best describes how much time is spent in your class each week.

AREA OF LANGUAGE STUDY	ESTIMATE OF TIME SPENT PER WEEK					
	0	10-15 min.	20-30 min.	40-50 min.	1 hour	1½ hours or more
1. Mechanics (capitalization and punctuation)						
2. Usage (things like subject-verb agreement, their-there, who-whom, etc.)						
3. Grammar (parts of speech tense forms, etc.)						
4. Syntax (types of sentence patterns, etc.)						

II. Classroom Practices in Mechanics and Usage Study

Teachers can have you do many things as part of the way they work with you on mechanics and usage study. We have listed a number of things below. Indicate how often your teacher used each activity in your class during the year.

0 = Never, Not at All
1 = Not Often, maybe two or three times during the year.
2 = Sometimes, at least five or six times during the year.
3 = Very Often or Regularly during the year.

LANGUAGE STUDENT

A. As part of the way we learn about mechanics and usage:

_____ 1. the teacher marks mechanics and usage errors in our writing.
_____ 2. the teacher notes usage errors in our speech work.
_____ 3. the teacher requires us to correct all mechanics and usage errors in our writing and/or speech work.
_____ 4. we work individually or in small groups only on those mechanics and usage problems that we have trouble with in our writing and/or speech.
_____ 5. we all learn the mechanics rules and usage conventions that are assigned for us at our grade level.
_____ 6. we do textbook or workbook exercises in mechanics and usage.
_____ 7. we do mechanics and/or usage exercises made up by the teacher from the content we are studying at the time.
_____ 8. we do role-play or other kinds of acting out activities to practice using different usage conventions or patterns.
_____ 9. we transcribe or copy sentences or longer pieces to practice using correct mechanics and usage.
_____ 10. we have to keep a personal record of all of our mechanics and usage errors.
_____ 11. we have to learn the mechanics rules and usage conventions that we are to watch out for in our editing/proofreading work.
_____ 12. we practice identifying mechanics and usage problems by working in student editing teams.

B. When we are tested in our mechanics and usage study:

_____ 13. the teacher dictates statements and we have put in the correct mechanics marks (capitalization and punctuation).
_____ 14. the teacher gives us objective tests to see if we can pick out the correct use of mechanics and usage.
_____ 15. the teacher gives us written samples with errors and we have to correct them.
_____ 16. we have to talk in planned conversations and use the correct usage forms.
_____ 17. the teacher evaluates how well we use correct mechanics and usage in sentence writing activities.

III. Classroom Practices in Grammar and Syntax Study

Teachers can have you do many things as part of the way they work with you on grammar and syntax study. We have listed a number of things below. Indicate how often your teacher used each activity in your class during the year.
(0 = Never; 1 = Infrequently; 2 = Sometimes; 3 = Regularly)

C. As part of the way we learn about grammar and syntax:

_____ 18. the teacher concentrates on those parts of grammar and syntax that are problems for us in our writing or speech work.
_____ 19. the teacher has us work individually or in small groups on only those parts of grammar and syntax that are problems for us.

_____ 20. the teacher marks grammar and syntax errors in our written work.
_____ 21. the teacher requires us to correct grammar and syntax errors in our written and/or speech work.
_____ 22. we have to learn on our own the grammar rules and syntax patterns taught in class.
_____ 23. we do textbook or workbook exercises on grammar and syntax.
_____ 24. we do exercises that the teacher makes up for practice on grammar and syntax on materials taken from the content we are studying.
_____ 25. we practice diagramming how sentences are structured.
_____ 26. we do sentence expansion exercises in class.
_____ 27. we do orally or in writing different kinds of sentence combining exercises.
_____ 28. we do practice exercises that require us to change or transform sentences from one form to another.
_____ 29. we do exercises in which we have to make sentences out of mixed groups of words.
_____ 30. we work on grammar and/or syntax games.
_____ 31. we have to edit or proofread other students' work or our own work according to guidelines set by the teacher.
_____ 32. we enact or dramatize what sentences or parts of sentences mean or how they work.
_____ 33. we draw, illustrate, or otherwise create visuals to show what sentences mean or how parts are related.

D. When we are tested in our work in grammar and syntax:

_____ 34. we have to separate correct from incorrect examples given orally or in writing.
_____ 35. we have to analyze or explain grammar rules or aspects of syntax in examples given by the teacher.
_____ 36. we have to make corrections in sample sentences given to us by the teacher.
_____ 37. we have to combine or transform given sentences according to directions given by the teacher.
_____ 38. we have to correct all errors that occur in the first drafts of our written work.
_____ 39. we have to correct errors that occur in the written work of other students in the class.
_____ 40. we have to say or write sentences of particular types as requested by the teacher.

IX. ADMINISTERING THE ADMINISTRATOR AND PARENT SURVEYS

The administrator survey and the parent survey are shortest and easiest to use. For administrators and parents, there is a one-page survey for each of the five major domains within the PCRP assessment framework. Directions on each survey are clear and straight forward and should cause neither confusion nor uncertainty. These surveys can be mailed to parents for completion at home, or they can be administratered in person either individually or in groups. It should take an individual no longer than four or five minutes to complete a survey.

If an in-person administration is being conducted, it may be helpful to remind the administrator and/or parent group to use the frequency key described in the directions to each survey, and to be aware that any one person is not likely to be doing all of the activities listed. For parents it will also be helpful to reiterate that responses should be specific to a particular child; more than one form should be completed if the parent has more than one child in the system.

LANGUAGE ADMINISTRATOR

X. ASSESSMENT SURVEY IV: ADMINISTRATOR RESPONSE FORM
Developing Language Proficiency

Name or Code #_____

Date _____

School _____

Directions: Developing Language Proficiency refers to those aspects of your school curriculum dealing with Spelling, Vocabulary, Usage, Mechanics, Grammar, and Sentence Structure. As a school administrator, there are many things that you can do to support this aspect of the school curriculum. Some of these are listed below. In the space provided to the left of each statement, please indicate your estimate of how often you do or provide each behavior listed.

0 = Never - means that this is not something you do or provide during the year.
1 = Infrequently - means that this may be something you do or provide perhaps once or twice during the year.
2 = Sometimes - means that this is something you may do or provide as many as five or six times during the year.
3 = Regularly - means that this is something you may do or provide frequently during the year.

_____ 1. I seek out suggestions from teachers, students, parents, and others about ways to improve our instruction in the English language.
_____ 2. I arrange for teachers in all subject areas to be informed about ways they can contribute to children's knowledge about and ability to use the English language.
_____ 3. I assist teachers in setting up and maintaining reasonable standards for language use throughout the curriculum.
_____ 4. I make sure that teachers have appropriate language resources (e.g., dictionaries, handbooks of English, etc.) for reference use, or language development.
_____ 5. I support teacher requests to attend professional development sessions dealing with the nature of language, language use, or language development.
_____ 6. I initiate or support efforts to inform parents about the nature of language, language use, or language development.
_____ 7. I use appropriate vocabulary, usage, and syntax in my written and oral communications to teachers, students, and parents.
_____ 8. I do a variety of writing and speaking activities to or with different groups within our school or community.

LANGUAGE
PARENT

XI. ASSESSMENT SURVEY IV: PARENT RESPONSE FORM
Developing Language Proficiency

Name _____

Child's first name _____

Child's grade level _____

Directions: Developing Language Proficiency means both your child's knowledge about and ability to use English in formal and informal situations. It includes work with Spelling, Vocabulary, Usage, Punctuation Rules, Capitalization Rules, Grammar, and Sentence Structure. As a parent, there are many things that you can do to help support this aspect of the school curriculum. Some of these are listed below. In the space to the left of each statement, please indicate your estimate of how often you do or provide what is listed.

0 = Never - means that this is not something you do or provide during the year.
1 = Infrequently - means that this may be something you do or provide perhaps once or twice during the year.
2 = Sometimes - means that this is something you may do or provide as many as five or six times during the year.
3 = Regularly - means that this is something you may do or provide frequently during the year.

____ 1. I talk with my child about the spelling and/or vocabulary words he/she is required to learn for school.
____ 2. I talk with my child about the English language assignments (e.g., in Usage, Grammar, Punctuation, etc.) that are required for school.
____ 3. I help my child with assignments related to the school's English language program.
____ 4. I try to use new words in my conversations with my child.
____ 5. I try to use appropriate grammar and usage in talk at our house or apartment.
____ 6. I make sure that there books like dictionaries, handbooks of English, etc., available for my child to use at home.
____ 7. I encourage my child to play word games or language games like scrabble, anagrams, lotto, crossword puzzles, etc.
____ 8. I participate with my child in playing word games or language games.
____ 9. I encourage my child to do a variety of writing or speaking activities at home and/or in the community.
____ 10. I do a variety of writing and speaking activities at home and/or in the community.